



2023-24 Special Education Planner

Office of Academics

Tennessee Department of Education | August 2023



Revised October 27, 2023

Contact List

Office of Statewide Supports: CORE

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|-------------------------|---|--|----------------|--|
| Katie Ward | Director of Academic Support, Special Education | Katie.Ward@tn.gov | (731) 343-0591 | <ul style="list-style-type: none"> District partnerships for writing high-quality, instructionally appropriate individualized education programs (IAIEPs) District partnerships for improvement of special education systems related to K-12 APR indicators Support for improvement strategies for K-12 APR indicators Support for new Directors of Special Education Local Education Agency (LEA) planning related to students with disabilities Liaisons for special education supervisor study councils Technical assistance for student access to high-quality instructional materials Technical assistance for special education intervention Support for the Tennessee Investment in Student Achievement (TISA) implementation related to unique learning needs |
| Cindy Ables | South Central | Cynthia.Ables@tn.gov | (931) 408-4363 | |
| Jennifer Briggs | Upper Cumberland | Jennifer.Briggs@tn.gov | (931) 319-8109 | |
| Alicia Kahrs | Southeast | Alicia.Kahrs@tn.gov | (615) 674-1175 | |
| Kim Raybon | Mid-Cumberland | Kim.Raybon@tn.gov | (615) 483-7646 | |
| April Myers | First | April.Myers@tn.gov | (615) 946-1551 | |
| Summer Robertson | East | Summer.Robertson@tn.gov | (865) 440-0226 | |
| Beth Meeks | Southwest | Beth.Meeks@tn.gov | (731) 991-3886 | |
| Lauren Tate | Northwest | Lauren.Tate@tn.gov | (629) 259-3824 | |

Office of Academics

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| General Inquiries for the Special Education Programs Team | Special.Populations@tn.gov | | | |
| Jennifer Jordan | Assistant Commissioner, Special Education and Intervention Programs | Jennifer.Jordan@tn.gov | (615) 238-1401 | <ul style="list-style-type: none"> Oversight of policy, guidance, and programmatic technical assistance for the implementation of the Individuals with Disabilities Education Act (IDEA), English Learners and Immigrant Program (ESL), Response to Instruction and Intervention (RTI²), and Gifted Education |

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| | | | | <ul style="list-style-type: none"> • Oversight and guidance of TISA ULN plan implementation within TN PULSE • Oversight of policy, guidance, and programmatic technical assistance for students with unique learning needs including students with characteristics of dyslexia • Community and stakeholder engagement |
| Misty Moody | Assistant Commissioner of Early Learning | Misty.Moody@tn.gov | (615) 626-1355 | <ul style="list-style-type: none"> • Oversight of policy and administration of all school-administered childcare programs including Head Start, Voluntary Pre-K, IDEA 619, Preschool Development Grant Model Districts, and private schools |
| Susan Usery | Senior Director, Special Education Strategy | Susan.Usery@tn.gov | (615) 428-8812 | <ul style="list-style-type: none"> • Access to core instruction for students with disabilities • Increasingly intensive intervention • Special education instructional programming • Teaching All Students (TAS) grant project director • Coordination of the Tennessee Technical Assistance Networks (TN-TAN) |
| April Ebbinger | Director, Psychological and Behavioral Services | April.Ebbinger@tn.gov | (615) 626-5102 | <ul style="list-style-type: none"> • Disability standards • Evaluations and reevaluations • Child find for special education and 504 • School psychology services • Timeline extension requests • Section 504 • Project RAISE director |
| Vacant | Complex Behavior Coordinator | | | <ul style="list-style-type: none"> • Restraint and Isolation supports • Functional behavior assessments (FBAs) • Behavior Intervention Plans (BIPs) |
| Vacant | Director, Special Education Programs | | | <ul style="list-style-type: none"> • Special education intervention • Special education instructional programming • IAIEPs • Coordination of universal, targeted, and intensive special education supports and resources |

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| | | | | <ul style="list-style-type: none"> • Oversight and support of TN-TAN partners for AT and Secondary Transition |
| Anika Chambers | Coordinator, Academic Intervention and Enrichment | Anika.Chamber@tn.gov | (615) 478-5128 | <ul style="list-style-type: none"> • Academic intervention practices • IAIEPs • Data-based decision making for intervention, instruction, and Individualized Education Programs (IEPs) • Access for All Learning Network (AALN) K-8 |
| Alison Gauld | Coordinator, Low Incidence and Autism | Alison.Gauld@tn.gov | (615) 854-9520 | <ul style="list-style-type: none"> • Teaching All Students (TAS) • Instructional practices for students with significant cognitive disabilities • Supports and instructional practices for students with autism • Information, supports, and instructional practices related to deafness, hearing impairments, visual impairment, and blindness • Alternate academic diploma • Alternate assessment and participation |
| Catherine Bledsoe | Coordinator, Postsecondary Readiness and Transition | Catherine.Bledsoe@tn.gov | (615) 917-3329 | <ul style="list-style-type: none"> • Transition planning and goals • Post-school outcomes (student survey) • High school intervention practices • Diploma options: regular diploma, occupational diploma, and special education diploma • Course codes and endorsement correlations • Transition programs • Transition TN website |
| Jamie Seek | Coordinator, Speech-Language and Related Services | Jamie.Seek@tn.gov | (629) 259-3443 | <ul style="list-style-type: none"> • Speech, language, and related services practices (including occupational and physical therapy and assistive technology) • Evaluation and eligibility support on Speech-language impairment and communication needs • Medicaid reimbursement |
| Vacant | Statewide Gifted Coordinator | | | <ul style="list-style-type: none"> • Academic enrichment practices • IAIEPs for gifted students |

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| | | | | <ul style="list-style-type: none"> • Instructional programming for students with intellectual giftedness • Support for Section 504 Plans |
| Shelby Ritter | Director, Early Childhood Special Education | Shelby.Ritter@tn.gov | (629) 259-0948 | <ul style="list-style-type: none"> • Early childhood child-find • Coordinate TEIS extended option • Early childhood inclusive practices • Early Childhood Special Education Instructional Programming • Oversight and support of TN-TAN partners for preschool • Early Childhood Access for All Learning Network grant project director |
| Heather Anderson | Director, IDEA APR Support Program | Heather.Anderson@tn.gov | (615) 804-0299 | <ul style="list-style-type: none"> • Technical Assistance for Annual Performance Report (APR) • LEA support for APR improvement • Comprehensive ongoing support of LEAs with the designation of Needs Intervention (NI) and/or Needs Substantial Intervention (NSI) |
| Dolly Gerregano | IDEA APR Support Consultant, Middle | Dolly.Gerregano@tn.gov | (615) 761-6670 | |
| Colleen VanDyke | IDEA APR Support Consultant, East | Colleen.Vandyke@tn.gov | (865) 210-6748 | |
| Vacant | IDEA APR Support Consultant, West | | | |
| Joann Runion | Senior Director of Intervention Programs | Joann.Runion@tn.gov | (615) 878-1806 | <ul style="list-style-type: none"> • Access to instruction for English learners • ESL programming for English learners • Individual Learning Plans (ILPs) • Support of Dually Identified English learners • Intervention programming • Stakeholder engagement |
| Vacant | Statewide EL Coordinator | | | <ul style="list-style-type: none"> • Implementation of Individual Learning Plans for English Learners • Development of resource documents for Local Education Agencies surrounding English learners • Collaboration with SPED and Intervention programs as it pertains to dually identified English learners • Evaluation and eligibility support for English learners • Support of Title III Directors and ESL Specialists • Development of professional development for administrators, educators, and related personnel |

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| Jessica Dainty | Statewide Dyslexia Coordinator | Jessica.Dainty@tn.gov | (629) 259-1993 | <ul style="list-style-type: none"> • Implementation of Individual Learning Plans for characteristics of dyslexia • Development of resource documents for Local Education Agencies surrounding dyslexia and characteristics of dyslexia • Collaboration with SPED and Intervention programs as it pertains to dyslexia and characteristics of dyslexia • Universal reading screener processes for identifying characteristics of dyslexia • Dyslexia-specific intervention guidance |
| Haley Richardson | Director of Intervention | Haley.Richardson@tn.gov | (615-) 655-4220 | <ul style="list-style-type: none"> • Implementation guidance for Response to Instruction and Intervention (RTI²) • Oversight of RTI² Manual development and updates • Data-based decision-making and progress monitoring for instruction and intervention • Universal screening support • Collaborate with SPED and ESL as it pertains to intervention • Support implementation of intervention for characteristics of dyslexia • Co-manage collaboration with TN TSC |
| Laurie Bruce | Operations Manager | Laurie.Bruce@tn.gov | (629) 259-0612 | <ul style="list-style-type: none"> • Coordinate cross-functional team collaboration • Contract and Procurement liaison • Process invoices from contracts and vendors to submit to Accounts Payable • Human Resources facilitator • OSEP monitoring coordinator • Budget and finance support • Team ePlan facilitator • Team support for various projects |

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| Michael Holman | Engagement Manager | Michael.Holman@tn.gov | (615) 770-1064 | <ul style="list-style-type: none"> • Governor’s Advisory Council for the Education of Students with Disabilities • Dyslexia Advisory Council • Newsletter editor • Special Education Planner updates • Communications review |
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Office of the Commissioner: Special Education Data

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| Zac Stone | Senior Director, Data Reporting | Zachary.Stone@tn.gov | (615) 532-9702 | <ul style="list-style-type: none"> • IDEA data collection and analysis • TN PULSE liaison with Public Consulting Group (PCG) • State Performance Plan (SPP)/Annual performance report (APR) • APR local determinations • Significant disproportionality |
| Adam Rollins | IDEA Data Manager | Adam.Rollins@tn.gov | (615) 588-7140 | <ul style="list-style-type: none"> • IDEA data collection and analysis • Required federal and state reporting • Statewide SPP/APR • APR local determinations • Significant disproportionality |
| Sheryn Ordway | TN PULSE Help Desk | Sheryn.Ordway@tn.gov | (615) 253-4027 | <ul style="list-style-type: none"> • Troubleshooting TN PULSE issues • Support for managing TN PULSE student data • Suggestions for TN PULSE improvements |

Office of Districts and Schools: Federal Programs and Oversight

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| Debby Thompson | Assistant Commissioner, Federal Programs and Oversight | Deborah.Thompson@tn.gov | (615) 864-5162 | <ul style="list-style-type: none"> • Oversight of federal monitoring and funding application processes • Oversight of ESEA guidance and technical assistance of programs |
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| Scott Indermuehle | Senior Director, IDEA and NEP Programs | Scott.Indermuehle@tn.gov | (615) 648-9048 | <ul style="list-style-type: none"> • Oversight of IDEA Coordinators • Oversight of APR Support Team • Oversight of Non-Traditional Education Program (NEP) Coordinators |
| Brinn Obermiller | Federal Programs Ombudsman | Brinn.Obermiller@tn.gov | 615) 770-1802 | <ul style="list-style-type: none"> • Equitable Services concerning parentally placed students in private schools • Alternative Schools/Programs |

Office of Districts and Schools: Federal Programs and Oversight

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| Jamie Eldridge | Director, IDEA Oversight and Coordinator of 20 Most Populous Districts | Jamie.Eldridge@tn.gov | (731) 697-1314 | <ul style="list-style-type: none"> • Consolidated Funding Application (CFA) review and support • Technical assistance and follow-up for results-based monitoring • Technical assistance and monitoring for Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS) • Fiscal support for significant disproportionality • Technical assistance for private school proportionate share • Fiscal review and monitoring of IDEA Partnership Grants • Technical assistance and monitoring for the American Rescue Plan (ARP) for IDEA • Compensatory services fiscal support and monitoring • IDEA Partnership grant monitoring |
| Janet Michelle Mansfield | Coordinator, IDEA West | Janet.Mansfield@tn.gov | (731) 225-3627 | |
| Vacant | Coordinator, IDEA Middle | | | |
| Melanie Lamberson | Coordinator, IDEA East | Melanie.B.Lamberson@tn.gov | (865) 323-2092 | |
| Erin Christian | Coordinator, NEP | Erin.Christian@tn.gov | (901) 504-9627 | |
| Jackie Jacobson | Coordinator, NEP | Jackie.Jacobson@tn.gov | (615) 390-4549 | |

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| Geneva Taylor | Senior Director, Compliance | Geneva.Taylor@tn.gov | (615) 580-2039 | <ul style="list-style-type: none"> • Risk Analysis • Monitoring Protocols • Results-Based Monitoring |
| Laura Dunn | Manager, IDEA Compliance | Laura.Dunn@tn.gov | (615) 961-1331 | <ul style="list-style-type: none"> • Lead support and resources on IEP monitoring platform • IEP monitoring protocol • CCEIS, CEIS, and discretionary grant monitoring |
| Stanley Cook | Specialist, IDEA/Perkins | Stanley.Cook@tn.gov | (615) 772-3253 | <ul style="list-style-type: none"> • IEP monitoring compliance |

| Office of Districts and Schools: Federal Programs and Oversight | | | | |
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| | Monitoring Middle | | | <ul style="list-style-type: none"> • Region-specific support to districts regarding IEPs and Perkins V • Results-Based Monitoring: Perkins V |
| LaTrese Watson | Specialist, IDEA/Perkins Monitoring West | LaTrese.Watson@tn.gov | (615) 486-8022 | |
| Ashley Colbert | Specialist, IDEA/Perkins Monitoring East | Ashley.Colbert@tn.gov | (629) 259-2414 | |
| Melissa Brown | Director, Operations and ePlan | Melissa.Brown@tn.gov | (629) 395-4684 | <ul style="list-style-type: none"> • Oversight of ePlan • For ePlan support please contact ePlan.help@tn.gov |
| Kate Smitheal | ePlan Manager | Kate.Smitheal@tn.gov | (615) 289-6542 | <ul style="list-style-type: none"> • ePlan management and support • For ePlan support please contact ePlan.help@tn.gov |
| George Amin | Fiscal Grants Manager | George.Amin@tn.gov | (615) 964-1887 | <ul style="list-style-type: none"> • Allocations • Grant award letters • Budget assistance • Budget review (if requested) • High-cost calculation • CFA review and approval (original and revisions) |
| Brett Printz | Fiscal Grants Manager | Brett.Printz@tn.gov | (615) 253-5698 | |
| Vacant | Fiscal Grants Manager | TBD | TBD | |

| Office of Districts and Schools: Choice | | | | |
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| Trudy Hughes | Senior Director of Choice | Trudy.Hughes@tn.gov | (629) 395-4692 | <ul style="list-style-type: none"> Oversight of school choice options |
| Shelby Goodfriend | Director of Charter Schools | Shelby.Goodfriend@tn.gov | (629) 259-0608 | <ul style="list-style-type: none"> Charter schools |
| Diana Burton | Director of Nonpublic School Programs | Diana.Burton@tn.gov | (865) 253-0901 | <ul style="list-style-type: none"> Private schools Homeschool |
| Matt Bowser | Director of Virtual Schools | Matt.Bowser@tn.gov | (901) 258-4065 | <ul style="list-style-type: none"> Virtual schools |
| Lauren Huddleston | Director, ESA Program & Outreach | Lauren.Huddlesont@tn.gov | (901) 201-0374 | <ul style="list-style-type: none"> Education Saving Account (ESA) program and outreach |
| Phara Williams | Director, IEA Program | Phara.C.Williams@tn.gov | (731) 343-3915 | <ul style="list-style-type: none"> Individualized Education Account (IEA) program management IEA eligibility and application process IEA disbursements and technical assistance to account holders IEA data and fiscal reporting District liaison support |
| Marisa Hunter | Fiscal Coordinator, IEA Program | Marisa.Hunter@tn.gov | (615) 499-0497 | |
| Vacant | Fiscal Coordinator, IEA Program | TBD | TBD | |
| Shelley Johnson | Program Specialist, IEA Program | Shelley.R.Johnson@tn.gov | (629) 702-0410 | |
| Vacant | Program Specialist, IEA Program | TBD | TBD | |

| Office of General Counsel | | | | |
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| Shaundraya Hersey | Assistant General Counsel for Civil Rights | Shaundraya.Hersey@tn.gov | (615) 289-1887 | <ul style="list-style-type: none"> • Information on filing complaints alleging discrimination on the basis of disability • Interpretation of federal and state civil rights laws • Oversight of annual Bullying & Harassment Compliance Report data collection <p><i>More information about civil rights legal services and filing civil rights complaints can be found here.</i></p> |
| Josselyne Blackard | Staff Attorney | josselyne.Blackard@tn.gov | (615) 981-2700 | <ul style="list-style-type: none"> • Information on filing complaints alleging discrimination on the basis of disability |
| Nikkie Kiene | Paralegal | Nikkie.Kiene@tn.gov | (615) 741-2921 | |
| Taylor Jenkins | Assistant General Counsel for Special Education | Taylor.Jenkins@tn.gov | (615) 626-0283 | <ul style="list-style-type: none"> • Oversight of special education dispute resolution processes, including administrative complaints, due process complaints, and mediation requests • Interpretation of federal and state special education laws <p><i>More information about special education legal services and filing special education complaints can be found here.</i></p> |

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| Tricia Craig | Senior IDEA Complaints Investigator | Tricia.Craig@tn.gov | (615) 964-2627 | <ul style="list-style-type: none"> • Investigation of administrative complaints • Oversight of administrative complaint corrective action plans |
| Dana Johnson | IDEA Complaints Investigator | Dana.Johnson@tn.gov | (615) 478-2811 | |
| Rob Taylor | IDEA Complaints Investigator | Robert.Taylor@tn.gov | (615) 829-9465 | |

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| Office of Finance | | | | |
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| Maryanne Durski | Chief Financial Officer | Maryanne.Durski@tn.gov | (615) 419-1605 | <ul style="list-style-type: none"> • Tennessee Investment in Student Achievement (TISA) funding • Department Budget • Procurement |
| Holly Kellar | Director of Local Finance | Holly.Kellar@tn.gov | (731) 0991-4234 | <ul style="list-style-type: none"> • Regional Financial Support • Federal and State Reporting • ePlan payments |
| Jill Lewis | Fiscal Consultant, First TN Region & East TN Region | Jill.Lewis@tn.gov | (629) 259-1645 | <ul style="list-style-type: none"> • Budget assistance • State and federal reporting assistance • Training in fiscal procedures • Technical support for all things financial in nature • Excess cost calculation • Indirect cost calculation • Fiscal monitoring of federal grants |
| Taffe Bishop | Fiscal Consultant, Southeast Region & South Central Region | Taffe.Bishop@tn.gov | (423) 677-1405 | |
| Rob Mynhier | Fiscal Consultant, Mid-Cumberland Region & Upper Cumberland Region | Robert.Mynhier@tn.gov | (615) 238-1008 | |
| Joshua Dehnz | Fiscal Consultant, Northwest Region | Joshua.Dehnz@tn.gov | (615) 517-4642 | |

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| Holly Kellar | Fiscal Consultant, Southwest Region | Holly.Kellar@tn.gov | (615) 419-1605 | |
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August

| Date | Item | Contact Person(s) |
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| August 1, 2023 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| August 7, 14, 21, and 28, 2023 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| August 9, 2023 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 – 9 a.m. CT Meeting Link | Alison Gauld |
| August 15, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>TN-PULSE Overview – Review and Explanation of Major Changes</i> 2:30-3:30 p.m. CT Meeting Link | Susan Userly |
| August 17, 2023 | Assessment Specialists Communities of Practice Topic: <i>Hearing & Vision: Considerations and Cautions</i> 1:30 – 3:30 p.m. CT Meeting Link | April Ebbinger and Jamie Seek |
| August 18, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>TN-PULSE Overview – Review and Explanation of Major Changes</i> 11 a.m. - 12 p.m. CT Meeting Link | Susan Userly |
| August 21 – 25, 2023 | Federal Programs Institute | |

August Checklist

- Begin preparations for Results-Based Monitoring (Level 3 or 2)
- Submit End of Year Data Reports for Students with Disabilities in ePlan
- Submit TN PULSE LEA User Access Agreement in ePlan
- Check IDEA grant awards in ePlan
- Complete evaluation for private school services
- Complete EOY evaluation reports for IDEA Partnership for Systemic Change competitive grants (if applicable)
- Ensure that all required notices (child find, procedural safeguards, prior written notice, etc.) are provided in native language
- Establish a process for the translation of IEPs and other documents and/or the provision of an interpreter when needed
- Conduct consultation with private schools and notify private schools of services that will be provided with the proportionate share of IDEA funding
- Continue collecting post-school outcomes (Indicator 14) surveys
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

September

| Date | Item | Contact Person(s) |
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| September 11, 18, and 25, 2023 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| September 7, 2023 | Assessment Specialists Communities of Practice Topic: <i>Preschool Evaluations and Eligibility Considerations</i> 1:30-3:30 p.m. CT Meeting Link | April Ebbinger Jamie Seek |
| September 12, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Current Descriptive Information & Considerations of Special Factors, Including Behavior Considerations. Why is this information critical?</i> 2:30-3:30 p.m. CT Meeting Link | Susan Usery |
| Sept. 13, 2023 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 - 9 a.m. CT Meeting Link | Alison Gauld |
| September 15, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Current Descriptive Information & Considerations of Special Factors, Including Behavior Considerations. Why is this information critical?</i> 11 a.m. - 12 p.m. CT Meeting Link | Susan Usery |
| September 21, 2023 | Assessment Specialists Communities of Practice Topic: <i>Preschool Least restrictive Environment Considerations</i> 1:30-3:30 p.m. CT Meeting Link | Jamie Seek |
| September 15, 2023 | Postschool Outcomes (indicator 14) surveys due in ETSU RedCap | Zachary Stone/ETSU |

September Checklist

- Begin pre-work for Level 3 monitoring (if selected)
- Submit IDEA Parentally-Placed Private School Students Evaluation
- Submit evaluation reports for IDEA Partnerships for Systemic Change competitive grants
- Complete all post-school outcomes (Indicator 14) surveys
- Upload post-school outcomes survey data into ETSU RedCap
- Conduct child find in community, district schools, and private schools
- IEP Monitoring Wave 1 LEA level review submission
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

October

| Date | Item | Contact Person(s) |
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| October 2, 9, 16, 23, and 30, 2023 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| October 3, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Measurable Annual Goals (MAGs): The Foundation of Individualized Programming</i> 2:30 - 3:30 p.m. CT Meeting Link | Susan Usery |
| October 3, 2023 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| October 6, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Present Levels of Academic Achievement and Functional Performance (PLAAFP) and Measurable Annual Goals (MAGs): The Foundation of Individualized Programming</i> 11 a.m. - 12 p.m. CT Meeting Link | Susan Usery |
| October 11, 2023 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 - 9 a.m. CT Meeting Link | Alison Gauld |
| October 12, 2023 | Assessment Specialists Communities of Practice Topic: <i>Manifestation Determination Review</i> 9:30 - 11:30 p.m. CT Meeting Link | April Ebbinger |
| October 16, 2023 | LEAs receive notification of significant discrepancy in suspension/expulsion rates (APR Indicator 4) with required actions for 2022-23 APR | Adam Rollins |
| October 16, 2023 | LEAs receive notification of disproportionate representation (APR Indicators 9 and 10) with required actions for 2022-23 APR | Adam Rollins |
| October 16, 2023 | LEAs receive notification of potential untimely transitions from Part C to Part B (APR Indicator 12) with required actions for 2022- 23 APR | Adam Rollins |

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| October 16, 2023 | TN PULSE LEA User Access Agreement due in ePlan | Adam Rollins |
| October 26, 2023 | Assessment Specialists Communities of Practice Topic: <i>Assistive technology for Students with Disabilities</i> 1:30 - 3:30 p.m. CT Meeting Link | Jamie Seek |
| October 31, 2023 | End of Year (EOY) Data Reports for Students with Disabilities due in ePlan | Zachary Stone |

October Checklist

- Submit FER and Year-End reports in ePlan
- Submit EdPlan/TN PULSE LEA User Access Agreements
- Prepare for Results-Based Monitoring Level 3 visit (if applicable)
- Prepare for Results-Based Monitoring Level 2 (if applicable)
- Complete required actions for indicators 4, 9, 10, and 12 (if applicable)
- Check with local finance office on completion of Special Education Expenditure Report (SEER)
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

November

| Date | Item | Contact Person(s) |
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| November 1, 2023 | Instructions for Mid-Year Data Report for Students with Disabilities released | Zachary Stone |
| November 6, 13, 20, and 27, 2023 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| November 7, 2023 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| November 8, 2023 | Low Incidence and Autism Community of Practice Topic: Open discussion 8 - 9 a.m. CT Meeting Link | Alison Gauld |
| November 9, 2023 | Assessment Specialists Communities of Practice Topic: Specific Learning Disability: Oral Expression & Listening Comprehension 9:30 - 11:30 p.m. CT Meeting Link | April Ebbinger and Jamie Seek |
| November 14, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: State Assessment and Accommodation & Modifications: Determining Need Vs. Benefit 2:30 - 3:30 p.m. CT Meeting Link | Susan Usery |
| November 15, 2023 | Required actions for APR Indicators 4, 9, 10, and 12 for 2022-23 APR due (if applicable) | Adam Rollins |
| November 17, 2023 | Significant disproportionality determinations announced, and appeal window opens | Zachary Stone |
| November 17, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: State Assessment and Accommodation & Modifications: Determining Need Vs. Benefit 11 a.m. - 12 p.m. CT Meeting Link | Susan Usery |
| November 30, 2023 | Mid-Year Data Report for Students with Disabilities (formerly the December 1 report) due | Zachary Stone |

November Checklist

- Submit SEER in ePlan
- Revise CFA to align with final allocations if needed
- Submit significant disproportionality acknowledgement (if identified)
- Prepare significant disproportionality appeal if needed
- Prepare and submit justification for exceeding 1% on the alternate assessment (if applicable)
- Submit Mid-Year Data Report for Students with Disabilities in ePlan
- IEP Monitoring **Wave 1** Results Reports released
- IEP Monitoring **Wave 2** LEA level review submission
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

December

| Date | Item | Contact Person(s) |
|------------------------------|---|--------------------|
| December 1, 2023 | Significant disproportionality acknowledgement due in ePlan (if identified) | Zachary Stone |
| December (TBD) | LEAs notified of participation in parent involvement (APR Indicator 8) surveys | Zachary Stone/ETSU |
| December 4, 11, and 18, 2023 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| December 5, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Supplementary Aids & Services: What does this mean and why is it important for student success?</i> 2:30 – 3:30 p.m. C Meeting Link | |
| December 5, 2023 | Monthly Special Education Directors Call 9-11 a.m. CT CANCELLED – TAASE Conference | Michael Holman |
| December 7, 2023 | Assessment Specialists Communities of Practice Topic: <i>Consultation and Collaboration: How to Handle Disagreement and Dissent during Meetings</i> 1:30 – 3:30 p.m. CT Meeting Link | |
| December 8, 2023 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Supplementary Aids & Services: What does this mean and why is it important for student success?</i> 11 a.m. – 12 p.m. CT Meeting Link | |
| December 13, 2023 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 – 9 a.m. CT Meeting Link | Alison Gauld |

December Checklist

- Submit significant disproportionality appeal (if applicable)
- Prepare for parent involvement (APR Indicator 8) survey distribution
- Conduct child find in community, district schools, and private schools
- IEP Monitoring **Wave 1** corrective actions submission
- Prepare for Results-Based Monitoring Level 1 (if applicable)
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

January

| Date | Item | Contact Person(s) |
|-----------------------------|---|--------------------|
| January (TBD) | LEAs notified of participation in post-school outcomes (APR Indicator 14) surveys | Zachary Stone/ETSU |
| January 8, 22, and 29, 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| January 9, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Extended School Year: Data Collection, Discussion and Determination</i> 2:30 – 3:30 p.m. CT Meeting Link | Susan Usery |
| January 10, 2024 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 – 9 a.m. CT Meeting Link | Alison Gauld |
| January 12, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Extended School Year: Data Collection, Discussion and Determination</i> 11 a.m. – 12 p.m. CT Meeting Link | Susan Usery |
| January 18, 2024 | Assessment Specialists Communities of Practice Topic: <i>Dyslexia</i> 1:30 – 3:30 p.m. CT Meeting Link | April Ebbinger |

January Checklist

- Submit semi-annual certification of time and effort in ePlan
- Submit excess cost calculations
- Prepare for post-school outcomes (APR Indicator 14) survey collection
- Gather documentation needed for CEIS/CCEIS monitoring
- Distribute parent involvement (APR Indicator 8) surveys
- IEP Monitoring **Wave 2** Results Reports released
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

February

| Date | Item | Contact Person(s) |
|------------------------------|---|-----------------------------|
| February 5, 12, and 26, 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| February 6, 2024 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| February 13, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Alternate Assessment Determination: What does 'the most significant disability' mean?</i> 2:30 – 3:30 p.m. CT Meeting Link | Susan Usery |
| February 8, 2024 | Assessment Specialists Communities of Practice Topic: <i>Diploma Options and Vocational Considerations</i> 1:30 – 3:30 p.m. CT Meeting Link | Alison Gauld and Jamie Seek |
| February 14, 2024 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 – 9 a.m. CT Meeting Link | Alison Gauld |
| February 15, 2024 | Final date to have parent involvement (APR Indicator 8) surveys distributed | Zachary Stone |
| February 15, 2024 | Results of the 2022-23 parent involvement (APR Indicator 8) and post-school outcomes (APR Indicator 14) surveys provided to LEAs | Zachary Stone/ETSU |
| February 16, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Alternate Assessment Determination: What does 'the most significant disability' mean?</i> 11 a.m. – 12 p.m. CT Meeting Link | Susan Usery |

February Checklist

- Disseminate parent involvement (Indicator 8) surveys (if applicable)
- Begin preparations for CEIS/CCEIS monitoring
- Register for CFA trainings in each grand division
- IEP Monitoring **Wave 3** LEA level review submission
- IEP Monitoring **Wave 2** corrective actions submission
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

March

| Date | Item | Contact Person(s) |
|------------------------------|--|-----------------------------|
| March 4, 11, 18, and 25 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| March 5, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Bridging Supports & Services: Preparing for case manager changes and student transition planning</i> 2:30 – 3:30 p.m. CT Meeting Link | Susan Usery |
| March 5, 2024 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| March 7, 2024 | Assessment Specialists Communities of Practice Topic: <i>Part 1 – What Does this Data Mean: Item Analyses & Subtest Comparison</i> 1:30 – 3:30 p.m. CT Meeting Link | April Ebbinger & Jamie Seek |
| March 8, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: <i>Bridging Supports & Services: Preparing for case manager changes and student transition planning</i> 11 a.m. – 12 p.m. CT Meeting Link | Susan Usery |
| March 13, 2024 | Low Incidence and Autism Community of Practice Topic: <i>Open discussion</i> 8 – 9 a.m. CT Meeting Link | Alison Gauld |

March Checklist

- Work on IDEA Partnership for Systemic Change competitive grant application
- Attend CFA training provided by FPO IDEA Oversight Coordinators
- Begin work on Consolidated Funding Application (CFA)
- IEP Monitoring **Wave 3** Results Report released
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

April

| Date | Item | Contact Person(s) |
|----------------------------------|--|-----------------------------|
| April 1, 8, 15, 22, and 29, 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| April 2, 2024 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| April 4, 2024 | Assessment Specialists Communities of Practice Topic: Part 2 – What Does this Data Mean: Item Analyses & Subtest Comparison 1:30 – 3:30 p.m. CT Meeting Link | April Ebbinger & Jamie Seek |
| April 9, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: Out of State Transfers: Determining the need for a reevaluation and eligibility 2:30 – 3:30 p.m. CT Meeting Link | Susan Usery |
| April 10, 2024 | Low Incidence and Autism Community of Practice Topic: Open discussion 8 – 9 a.m. CT Meeting Link | Alison Gauld |
| April 12, 2024 | Communities of Practice for Instructionally Appropriate Individualized Education Program (IAIEP) Development Topic: Out of State Transfers: Determining the need for a reevaluation and eligibility 11 a.m. – 12 p.m. CT Meeting Link | Susan Usery |

April Checklist

- Continue work on CFA
- Submit IDEA Partnership for Systemic Change competitive grant application
- Ensure that all parent involvement surveys have been collected (if selected)
- IEP Monitoring **Wave 3** corrective actions submission
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

May

| Date | Item | Contact Person |
|------------------------|--|-----------------------------|
| May 1, 2024 | FFY 2022 (2022-23 SY) APR Local Determinations released in ePlan | Zachary Stone |
| May 6, 13, and 20 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| May 7, 2024 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |
| May 8, 2024 | Low Incidence and Autism Community of Practice Topic: Open discussion 8 - 9 a.m. CT Meeting Link | Alison Gauld |
| May 9, 2024 | Assessment Specialists Communities of Practice Topic: Year in Review: Where did we start and where are we now? 1:30 - 3:00 p.m. CT Meeting Link | April Ebbinger & Jamie Seek |
| May 15, 2024 | Post-school outcomes (APR Indicator 14) survey opens | Zachary Stone |
| May 16, 2024 | Parent involvement (APR Indicator 8) survey closes | Zachary Stone |

May Checklist

- Submit CFA**
- Finalize plans to collect post-school outcomes (APR Indicator 14) surveys and begin data entry
- Collect contact information for current graduating students (to be used for post-school outcomes survey)
- Ensure all parent involvement (APR Indicator 8) surveys have been submitted to ETSU
- Collect staff assurances for semi-annual certification of time and effort
- Review isolation and restraint data for current school year to identify patterns and training needs
- Ensure required proportionate share is expended or obligated for expenditure
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

June

| Date | Item | Contact Person |
|------------------------------|---|----------------|
| June 3, 10, 17, and 24, 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| June 4, 2024 | Monthly Special Education Directors Call 9-11 a.m. CT Meeting Link | Michael Holman |

Checklist

- Complete high-cost reimbursement requests
- Develop recruitment plan for surrogate parents
- Designate a point of contact designated for jail/juvenile detention centers (JDCs)
- Hold meeting with jail/JDC staff
- Sign formal agreement with jail/JDC
- Plan for the delivery of services for upcoming school year in jail/JDC
- Keep documentation of attempts to secure certified personnel for upcoming year
- Consult with private school(s) on the services to be provided with the proportionate share funding (or document attempt to do so)
- Determine services to be provided with the proportionate share funding and notify private school(s)
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

July

| Date | Item | Contact Person(s) |
|---------------------------------|--|-------------------|
| July 1, 8, 15, 22, and 29, 2024 | IDEA Data Office Hours Meeting Link | Adam Rollins |
| July 1, 2024 | End of Year Data Reports for Students with Disabilities Data and Information Tool opens in ePlan | Zachary Stone |

Checklist

- Ensure the district calendar, including the “Begin Date” for the 2023-24 school year, is set in EDPlan/TN PULSE and matches the first instructional day of the approved district calendar in EIS
- Provide annual training for surrogate parents
- Verify certification of special education personnel
- Ensure a current list of surrogate parents is on file for the upcoming year
- Set up IDEA grant budgets in appropriate sub-fund (891-899) and revenue code (47143)
- Request use of alternate accounting codes for discretionary grants (if needed)
- Ensure that contracts for external placements are in place prior to service or within 30 days of placement
- Develop procedures to ensure IEP and Free and Appropriate Public Education (FAPE) compliance for contracts for external placements
- Establish data entry process for isolation and restraint
- Provide annual training for isolation and restraint
- Develop procedures for Independent Educational Evaluation (IEE) requests and train LEA staff
- Attend IDEA Data Office Hours, as necessary, with any questions regarding IDEA Data

Notes:

Monthly Checklist

The following is a checklist of recommended monthly or bimonthly activities for special education directors or designated staff.

| Activities | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July |
|---|------|-------|------|------|------|------|------|------|------|-----|------|------|
| Data Accuracy and Validity | | | | | | | | | | | | |
| Review compliance reports in TN PULSE for students with upcoming or expired IEPs and eligibility | | | | | | | | | | | | |
| Review discipline data to ensure Student Information System (SIS) data has correctly transferred to the Education Information System (EIS) | | | | | | | | | | | | |
| Review funding options in EIS; run options reports in TN PULSE to ensure that EIS and TN PULSE are accurate | | | | | | | | | | | | |
| Run and review Isolation and Restraint Data Report in TN PULSE | | | | | | | | | | | | |
| Review Early Childhood Outcomes (ECO) data to ensure completion and accuracy | | | | | | | | | | | | |
| Run and review the Table 1 and 3 Report in TN PULSE | | | | | | | | | | | | |
| Run and review the 60-Day Eligibility Report in TN PULSE | | | | | | | | | | | | |
| Review the monthly LEA notification list of students participating in the Individual Education Account (IEA) Program to verify students are coded correctly in your enrollment system | | | | | | | | | | | | |
| Review active students in TN PULSE and ensure alignment with SIS and EIS | | | | | | | | | | | | |
| Conduct monthly data management meetings to ensure data quality and timely data submissions | | | | | | | | | | | | |

| Fiscal Responsibility | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Collect personnel activity reports (PARs) for staff paid from multiple funding sources | | | | | | | | | | | | |
| Review discretionary grant expenditures to ensure obligation according to grant requirements | | | | | | | | | | | | |
| Check expenditures coded for IDEA funding to ensure alignment with CFA and allowable use of funds | | | | | | | | | | | | |
| Early Childhood Transition | | | | | | | | | | | | |
| Review the Tennessee Early Intervention System (TEIS) monthly notification and ensure timely transitions | | | | | | | | | | | | |
| Participate in early childhood transition planning conferences | | | | | | | | | | | | |
| Follow up on any late referral to TEIS sent to district | | | | | | | | | | | | |
| Send <i>Notice of Procedural Safeguards</i> to parents of TEIS referrals (monthly notifications and late referrals) | | | | | | | | | | | | |
| Instructional Programming | | | | | | | | | | | | |
| Conduct a random review of IEPs using the Instructionally Appropriate IEP (IAIEP) rubric | | | | | | | | | | | | |
| Monitor teacher and service provider caseloads | | | | | | | | | | | | |
| Conduct a random review of review of placement options and decisions to ensure conformity with LRE provisions | | | | | | | | | | | | |
| Conduct a random review of service provision to ensure FAPE is provided | | | | | | | | | | | | |

IDEA Annual Requirements Checklist

| | |
|--|--------|
| Child Find | |
| <input type="checkbox"/> Conducted in community <input type="checkbox"/> Conducted in district schools <input type="checkbox"/> Conducted in private schools <input type="checkbox"/> Required notices distributed | Notes: |
| Private Schools | |
| <input type="checkbox"/> Consultation held and/or attempts documented <input type="checkbox"/> Services determined and school notified <input type="checkbox"/> Annual count data reviewed <input type="checkbox"/> Proportionate amount determined <input type="checkbox"/> Proportionate amount spent <input type="checkbox"/> Procedures developed to ensure that re-evaluations are conducted as required | Notes: |
| Incarcerated Youth Requirements | |
| <input type="checkbox"/> Point of contact designated <input type="checkbox"/> Meeting held with jail/JDC <input type="checkbox"/> Formal agreement signed with jail <input type="checkbox"/> Plan for the delivery of services in jail/JDC | Notes: |
| Isolation and Restraint | |
| <input type="checkbox"/> Annual training conducted <input type="checkbox"/> Rooms inspected <input type="checkbox"/> Data entry process established <input type="checkbox"/> Data review process established to identify patterns and training needs | Notes: |
| Surrogate Parents | |
| <input type="checkbox"/> Recruitment plan developed <input type="checkbox"/> Current list of surrogates kept on file <input type="checkbox"/> Annual training conducted | Notes: |
| Translations | |
| <input type="checkbox"/> Notices translated <input type="checkbox"/> Plan for translation of IEPs and interpreter services developed | Notes: |
| Certified Personnel | |
| <input type="checkbox"/> Documentation of attempts to secure certified personnel collected <input type="checkbox"/> Certification of special education personnel verified | Notes: |
| Contracts for External Placements | |
| <input type="checkbox"/> Contracts in place prior to service or within 30 days of placement <input type="checkbox"/> Procedures developed to ensure IEP compliance and FAPE | Notes: |

| Summary of Performance | |
|---|--------|
| <input type="checkbox"/> Summary of performance documents completed and provided to all high school graduates <input type="checkbox"/> Upload to TN PULSE Documents prior to exiting | Notes: |
| Independent Educational Evaluation (IEE) | |
| <input type="checkbox"/> Procedures for IEE requests developed <input type="checkbox"/> Information on IEE procedures shared with school-level staff | Notes: |

Resources Available

The following chart provides information on resources related to IDEA and special education that are available on the indicated platforms. This is not an exhaustive list but a compilation of the most used resources. Additional resources may be added to each platform throughout the year.

| Resource | Description | Location |
|---|---|--|
| EDPlan/TN PULSE | | |
| EDPlan/TN PULSE End User Manual | Comprehensive guide to using the EDPlan/TN PULSE system as an end user | Easy IEP-Main Menu-User Manuals/Guides tab |
| EDPlan/TN PULSE Administrator's Manual | Comprehensive guide to using the EDPlan/TN PULSE system as an administrator | |
| EOY Data Reports for SWDs Instructions | Instructions to complete EOY Data Reports for SWDs | |
| Summer 2022 Updates Manual | Updated IEP platform users guide supplement | |
| Year End Startup Procedures Quick Guide | Instructions for year-end closeout and new-year startup procedures | |
| ESY Eligibility Guidance Document | Annual consideration for IEP teams for determining Extended School Year services. | Easy IEP-Main Menu-TDOE Communication tab |
| Amendment to Special Education Programs and Services- Parent Participation | Parental Participation: Draft IEP Guidance | |
| LEA IDEA Director Monitoring Manual | IEP compliance monitoring manual for district IDEA director | Easy IEP-Main Menu-TDOE IEP Monitoring Tool tab |
| LEA IDEA Monitor Monitoring Manual | IEP compliance monitoring manual for district assigned IEP monitor | |
| TDOE Special Education Website | | |
| TDOE Special Education Supervisor Contact List | Contact information for district special education supervisors | TDOE Website-For Educators-Student Supports-Special Education |
| Special Education Framework | Document outlining general special education information and IEP writing guidance | |
| School Leadership for Special Education | Document providing information regarding the multifaceted roles of principals and assistant principals that oversee services provided to students with disabilities | |
| Prior Written Notice | Guidance document on developing an appropriate prior written notice | TDOE Website-For Educators-Student Supports-Special Education-Rules, Regulations, Policies, and Related Guidance |

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| <u>Amendment to State Rule on Parent Participation FAQ (i.e. draft IEP rule)</u> | Frequently asked questions related to the state rule on the provision of draft IEPs to parents | |
| <u>Significant Disproportionality FAQ</u> | Frequently asked questions related to federal requirements related to significant disproportionality | |
| <u>TDOE Special Education Secondary Transition Website</u> | | |
| <u>Alternate Academic Diploma FAQ</u> | Frequently asked questions related to high school policy involving the alternate academic diploma | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Secondary Transition |
| <u>Occupational Diploma FAQ</u> | Frequently asked questions related to high school policy involving the occupational diploma | |
| <u>Diploma Decision Guide</u> | To guide IEP teams in determining the most appropriate diploma pathway for a student, the team may refer to the following resource document. | |
| <u>Regular High School Diploma</u> | To review the graduation requirements for a regular diploma | |
| <u>TDOE Special Education Evaluations & Eligibility Website</u> | | |
| <u>Disability Standards</u> | Information on the disability standards for evaluation and eligibility in Tennessee | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Evaluations & Eligibility-Disability Evaluations and Eligibility |
| <u>Manifestation Determination Guidance</u> | Instructional guidance document related to non-discriminatory disciplinary practices for student with disabilities | TDOE Website- For Families-Special Populations and Intervention Programs-Special Education-Evaluations & Eligibility-Manifestation Determination |
| <u>Notice and Consent for Initial Assessment</u> | Consent form for initial assessments | TDOE Website- For Families-Special Populations and Intervention Programs-Special Education-Evaluations & Eligibility-Evaluation Forms-English |
| <u>Medical Information Form</u> | Sample medical form for obtaining physician information when assessing for certain disability categories | |
| Spanish Versions of Evaluation Forms | Spanish translations for the eligibility report, explanation of evaluation procedures, notice and consent for initial assessment, prior written notice | TDOE Website- For Families-Special Populations and Intervention Programs-Special Education-Evaluations & Eligibility-Evaluation Forms-Spanish |
| Re-evaluations | Forms and guidance on re-evaluations | TDOE Website- For Families-Special Populations and Intervention Programs-Special Education-Evaluations & Eligibility-Re-evaluations |

| | | |
|---|---|--|
| Student Transfer Flowchart | Flowchart of the processes for students with disabilities that transfer to and LEA from within the state and from another state | TDOE Website- For Families-Special Populations and Intervention Programs-Special Education-Assessment Memoranda & Guidance |
| Ruling out Lack of Instruction | Guidance document for ruling out lack of instruction for specific learning disability evaluation and identification | |
| TDOE Special Education Data Services and Reports Website | | |
| APR Local Determinations Process Guide | Comprehensive companion document to the <i>Annual Performance Report Local Determinations Quick Reference Guide</i> which provides detailed information around how APR local determinations are calculated, lists out indicator targets for the next five APRs, and provides step-by-step instructions for calculating APR indicators | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Data Services & Reports-APR Resources |
| APR Quick Reference Guide | Summary document for each of the indicators included in the APR local determinations | |
| APR Indicator 4 Guidance Document | Definition and calculation of significant discrepancy | |
| APR Indicators 9 and 10 Guidance Document | Definition and calculation of disproportionate representation | |
| Isolation and Restraint Data | Isolation and restraint data that is required to be reported by Tennessee Code Annotated, Section 49-10-1306 | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Data Services & Reports-Additional Data and Reports-Isolation and Restraints |
| Federal IDEA Section 618 Data Reports | Data required by Section 618 of IDEA to be submitted to the federal government (i.e., child count, personnel, educational environments, exiting special education students, discipline, and dispute resolution) | TDOE Website-For Families-Special Populations and Intervention Programs -Special Education-Data Services & Reports-Additional Data and Reports-Federal IDEA Section 618 Data Reports |
| Significant Disproportionality | Definition and calculation of significant disproportionality | TDOE Website-For Families-Special Populations and Intervention Programs -Special Education-Data Services & Reports-Significant Disproportionality |
| TDOE Early Childhood Special Education Website | | |
| Indicator 6: Preschool LRE FAQs | Frequently asked questions related to Preschool LRE | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Early Childhood Special Education (ECSE)- |

| | | |
|--|--|--|
| | | Programmatic and APR Preschool Indicator support |
| Indicator 6: Preschool LRE Data Collection User Guide | Guidance materials for collecting, analyzing, entering, and using Preschool LRE data | TDOE Website-For Educators-Student Supports-Special Education-Early Childhood |
| Indicator 6: Preschool LRE Data Collection Worksheet | Companion worksheet for Preschool LRE Data Collection | |
| Indicator 6: Preschool LRE Inclusive Classroom Models | Guidance document for meeting Preschool least restrictive environment IDEA requirements | |
| Indicator 7: Early Childhood Outcomes (ECO) Online Training Series | Guidance materials for determining and entering early childhood outcome ratings | |
| Indicator 12: EC Transition Compliance Training Webinar | Training webinar on early childhood transition compliance | |
| Indicator 12: EC Transition Webinar Slides | Early childhood transition training power point slides | |
| Indicator 12: FAQs | Frequently asked questions related to early childhood transition | |
| TEIS Extended Services Option Overview | Summary of the Tennessee Early Intervention System (TEIS) extended services option for preschool-aged children | |
| TEIS Extended Services Option Questions and Answers | Questions and answers document related to the TEIS extended services option for preschool-aged children | |
| Dear Colleague Letter on Preschool Least Restrictive Environment | OSEP letter to states conveying early childhood LRE responsibilities under the IDEA | |
| Dear Colleague Letter on RTI and Preschool Services | OSEP cautionary letter regarding the use of RTI with preschool-aged children | |
| TDOE Special Education Behavior Resources Website | | |
| Functional Behavior Assessment (FBA) Resources | Guidance on conducting an FBA | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Behavior Resources-Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) |
| Behavior Intervention Plan (BIP) Resources | Guidance on developing a BIP | |
| Restraint and Isolation Resources | Rules and guidance on the use of isolation and restraint, reporting requirements, and frequently asked questions | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Special Education-Behavior Resources-Restraint |
| TDOE Special Education Gifted Website | | |
| Gifted Characteristics | Information on common gifted characteristics in various domains | TDOE Website-For Families-Special Populations and Intervention |

| | | |
|--|--|--|
| | | Programs-Special Education-Intellectually Gifted |
| Gifted Evaluation and Eligibility | Standards for Intellectually Gifted and assessment guidance | TDOE Website-For Families-Special Populations and Intervention Programs-Special Education-Intellectually Gifted-Toolkit |
| <u>TDOE Special Education Low Incidence Website</u> | | |
| Low Incidence Disability Categories | Definition and identification of disability categories classified as low incidence | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence |
| Instructional Practices for Students with Low Incidence Disabilities | A variety of instructional guidance and practices for working with students with low incidence disabilities | |
| Alternate Academic Diploma (AAD) Course Requirements | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence-Course Requirements |
| <u>AAD Course Planning Guide</u> | Guidance on course planning for students working on an AAD diploma | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence-Graduation Options |
| <u>Occupational Diploma Planning Guide</u> | Guidance on course planning for students working on an occupational diploma | |
| <u>Self-Assessment Program Planning Tool</u> | Guidance questions for high quality programming for students with complex needs | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence-Planning and Program Development |
| <u>Alternate Assessment Participation</u> | Guidance document to assist IEP teams with alternate assessment decisions | TDOE Website-Families-Special Populations & Student Populations-Special Education-Low Incidence-Considerations for Participation on the Alternate Assessment |
| <u>TDOE Special Education Related Services Website</u> | | |
| <u>Preschool Speech-Language Parent & Caregiver Checklist</u> | Checklist related to early speech and language development | TDOE Website-Families-Special Populations and Student Populations-Special Education-Speech-Language-Resources |
| <u>Teleservices Toolkit</u> | Checklists, practice considerations, and resource list related to remote service delivery | |
| <u>Speech-Language Assessments to Inform Eligibility and Present Levels</u> | A list of common speech-language assessments organized with brief test descriptions for each. | |
| <u>Speech-Language Pathology Services Guidelines</u> | A guidance document for licensure, roles and responsibilities and practice considerations for speech-language services | |
| <u>Occupational and Physical Therapy Guidance for Educational Services</u> | A guidance document about the appropriate role of OT and PT practitioners in the public-school | |

[TDOE Special Education Instructional Resources Website](#)

[Tiered Intervention Guidance for Students with Disabilities](#)

Graphic of the process to determine intervention for students with disabilities

TDOE Website-Families-Special Education-Special Education Instructional Resources

| | | |
|--|--|--|
| Academic Resources | Resources for reading and math assessments and intervention | |
| <u>What is Assistive Technology?</u> | Handout for IEP teams to better understand assistive technology and determine AT for students. | |
| <u>Assistive Technology FAQ</u> | Frequently asked questions addressing the provision of AT. | |
| <u>TDOE Special Education Professional Development Website</u> | | |
| <u>Instructionally Appropriate IEPs Self-Assessment Tool</u> | High-quality IEP self-assessment tool supporting improved student outcomes | TDOE Website-Families-Special Education-Special Education-Professional Development |
| <u>Ten Tips for Writing IAIEPs</u> | Ten tips for writing high-quality IEPs condensed from the special education framework | |
| IAIEP Modules | Modules for writing IAIEPs including one for each section of the IEP | TDOE Website-Families-Special Education-Special Education-Professional Development |
| <u>Special Education Office Hours & Communities of Practice 2023-24</u> | A list of all Special Education office hours and communities of practices hosted by the programming team for SY 2023-2024. | |
| <u>Service Delivery Development Guide</u> | A guidance document intended to support IEP teams in determining the services needed for the student and accurately reflecting the services within the IEP document. | |
| <u>FAPE and Staffing Shortages</u> | A guidance document intended to provide schools with considerations and strategies for providing IEP services in the event of staffing shortages. | TDOE Website-Families-Special Education-Special Education-Professional Development |
| <u>Compensatory Education Resource Document</u> | A guidance document intended to support IEP teams to determine when compensatory services are needed. | |
| <u>Tennessee Technical Assistance Network (TN-TAN) Website</u> | | |
| Intensive Behavior Supports (Ages 3-22) | Website to request technical assistance supports and to access resources in the areas of behavior, preschool services, autism and tiered supports for academics and behavior, assistive technology, family engagement and secondary transition supports. | |
| Autism Supports (Ages 3-22) | | |
| Preschool Supports | | |
| Response to Instruction and Intervention Center for Academic and Behavior (Ages 3-22) | | |
| Family Engagement | | |

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| Secondary Transition Supports | | |
| Assistive technology Supports (Ages 3-22) | | |
| <u>TDOE Legal Services Website</u> | | |
| <u>Notice of Procedural Safeguards</u> | Outlines the procedural guards as required by IDEA for students with disabilities; available in English, Spanish, and Vietnamese | TDOE-Top Links-Legal Services-Special Education Legal Services-Resources |
| <u>Timelines in Special Education</u> | List of the IDEA required timelines | TDOE-Top Links-Legal Services-Special Education Legal Services-Resources |
| Federal Regulations for IDEA | Links to the current federal regulations for IDEA part B | TDOE-Top Links-Legal Services-Special Education Legal Services-Special Education: Rules and Regulations |
| <u>Amendment or Modification of IEP FAQ</u> | FAQ on amending or modifying an IEP without holding and IEP meeting | |
| <u>Rules of the State Board of Education Chapter 0530-01-09 Special Education Programs and Services</u> | State Board of Education rules for special education programs and services; includes information on disability categories, consent, FAPE, homebound instruction, funding, evaluations, IEPs, dispute resolution processes, surrogate parents, isolation and restraint, etc. | Tn.gov/sbe-Rules and Policies-Rules-Rules and Regulations- 0520-01-09 |
| Administrative Complaints | Guide to administrative complaints; information on the process for filing an administrative complaint | TDOE-Top Links-Legal Services-Special Education Legal Services-Manuals-Guide to Administrative Complaints |
| <u>Surrogate Parents</u> | Information on the requirements for the use of surrogate parents; also available in Spanish | TDOE-Top Links-Legal Services-Special Education Legal Services-Manuals-Education Surrogate Training Manual |
| Dispute Resolution Processes | Information on all the dispute resolution options available: administrative complaint, mediation, and due process hearing; also includes access to administrative complaint investigation findings and due process final orders | TDOE-Top Links-Legal Services-Special Education Legal Services-Dispute Resolution Processes (scroll to the bottom of the page to click on Administrative Complaint, Mediation, or Due Process Hearing) |
| <u>Quick Guide to Dispute Resolution Processes</u> | Overview of the processes available | TDOE-Top Links-Legal Services-Special Education Legal Services-Dispute Resolution Processes-Resources |

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| Advocacy Services and Low Cost Legal Assistance on Tennessee | List of available advocacies and low cost legal services | TDOE-Top Links-Legal Services-Special Education Legal Services-Dispute Resolution Processes-Resources |
| ePlan | | |
| User Access Forms | Information on user roles and forms to provide staff access | TDOE Resources-User Access Forms |

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| Reimbursement Request Instructions | Instructions on how to request reimbursements in ePlan | TDOE Resources-User Resources ePlan Help-Reimbursement Request Instructions |
| District Funding Summary | Overview of all grant funding available in the LEA; provides a way to monitor funds, obligations, expenditures, and obligation dates to avoid the risk of reverting funds | TDOE Resources-User Resources ePlan Help-District Funding Summary Report |
| Final Expenditure Request (FER) Instructions | Overview of the FER and how to complete it | TDOE Resources-User Resources ePlan Help-Final Expenditure Request Instructions |
| Federal Programs Calendar | List of important dates related to federal programs | TDOE Resources-Department Communications |
| American Rescue Plan (ARP) Information | Overview, FAQ, budget information, and allowable use of funds information | TDOE Resources-Relief Funding-ARP IDEA |
| End of Year Report for Students with Disabilities | Instructions for completing EOY report in ePlan | TDOE Resources-Data and Information Tools-End of Year Reports for Students with Disabilities |
| CFA Training Presentations | Most current training presentations for the CFA | TDOE Resources-CFA Reference Documents-CFA Training Presentations |
| CFA Guides | Guides on completing the CFA, transfer of carryover, budget tags, etc. | TDOE Resources-CFA Reference Documents-Consolidated Funding Application Guides |
| Federal Spending Handbook | Guidance manual for districts to coordinate funds and align initiatives to the strategic plan | TDOE Resources-CFA Reference Documents-Consolidated Funding Application Guides |
| District and School Planning | Resources for planning in Inform TN | TDOE Resources-District and School Planning |
| IDEA Private School Proportionate Share Information | Intent to participate, meaningful consultation, and complaint information | TDOE Resources-Equitable Services to Non-Public Schools-IDEA Non-Public Schools Information |
| IDEA Private Schools Parentally Placed Reserve Calculation | Information on the reserve calculation requirements and submission of forms | TDOE Resources-Equitable Services to Non-Public Schools-IDEA Private Schools Parentally Placed Reserve Information and Documents-FY23 |
| IDEA Private School Proportionate Amounts | The amounts that districts are required to reserve for private school services | TDOE Resources-Equitable Services to Non-Public Schools-IDEA Private Schools Proportionate Amounts |
| Local Finance Update | Information on various topics related to local finance | TDOE Resources-Fiscal-District Technical Assistance-2023 Spring Fiscal Workshop |
| Fiscal Monitoring Information | Information on cash management, time and effort, equipment and inventory, and reimbursement requests | TDOE Resources-Fiscal-District Technical Assistance-2023 Spring Fiscal Workshop |
| CCEIS Overview | | TDOE Resources-Fiscal-District Technical Assistance-2022 Spring Fiscal Workshop |

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| School Accounting Codes Manual | Information on the standardized system of accounting and reporting for local finance | TDOE Resources-Fiscal-District Technical Assistance-Cross-Cutting Fiscal Materials-State Funds |
| IDEA New Directors Curriculum | Resources for new IDEA directors on time and effort, allowable costs, parentally-placed private school students, SEER, CFA, significant disproportionality, maintenance of effort, and monthly checklist | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-IDEA New Directors Curriculum |
| Annual Performance Report (APR) Local Determinations | Information on the APR local determinations and how to access the information in ePlan | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-Annual Performance Report (APR) Local Determinations |
| IDEA Partnership for Systemic Change Grant Information | Guidance on the types of grants available and how to apply | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-IDEA Partnership for Systemic Change Grants: K-12 and Preschool |
| CEIS Guidance | Information on the voluntary use of IDEA funds for coordinated early intervening services | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-IDEA Guidance and Information |
| High Cost Data | Reimbursement request for high costs students | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-High Cost Data |
| IDEA Excess Costs Guidance | Guidance specific on federal requirements related to districts exceeding excess costs of the annual per-pupil expenditure | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-IDEA Excess Cost |
| Significant Disproportionality | Overview and instructions for accessing information in ePlan | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-Significant Disproportionality |
| Equipment Inventory and Disposition Guidelines | Information on inventory requirements and how to dispose of equipment | TDOE Resources-IDEA Information, Guidance, PPTs, and Webinars-Equipment and Inventory (Disposition Guidelines) |
| IDEA IEP Monitoring Protocol | Information on the IEP monitoring expectations | TDOE Resources-Monitoring-ESSA/IDEA/Fiscal/Perkins-2022-23-IEP Monitoring 2022-23 |
| Results-Based Monitoring | Information on level determinations and processes for each | TDOE Resources-Monitoring-ESSA/IDEA/Fiscal/Perkins-2022-23 |
| Incarcerated Youth | Information on the requirements for students with disabilities that are incarcerated in city and county jails or in juvenile detention centers | TDOE Resources-Non-Traditional Educational Programs-Incarcerated Youth |